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ABSTRACT

This is the evaluation report of the Afro-American Experience Program which consisted of a summer institute for secondary school teachers, and a follow-up academic year in Washington, D.C. high schools. The program sought to provide formal instruction in teaching the black experience to teachers designated to conduct classes in Negro history or black literature. University teacher education programs had failed to meet the needs of these teachers. The evaluation of this project sought to determine the attitudes of the participants toward the program as a whole. Evaluation showed that the program did achieve its goals. Teachers also reported positive responses to the materials by students, including the enhancement of self-identity. Recommendations included increased funding and continuation and expansion of the program. (Author/DM)

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DEPARTMENT OF RESEARCH AND EVALUATION

AFRO-AMERICAN EXPERIENCE PROGRAM
June 1969 - May 1970

AN EVALUATION REPORT

Division of Planning, Innovation
and Research
November, 1970

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AN EVALUATION REPORT

AFRO-AMERICAN EXPERIENCE PROGRAM
June 1969 - May 1970

FISCAL YEAR 1970

Division of Planning, Innovation and Research
Department of Research and Evaluation

Dr. Mildred P. Cooper - Acting Division Head
Mrs. Josefina Ordonez - Assistant for Research & Evaluation
Miss Joyce Leader - Educational Research Assistant

Secretarial Staff - Mrs. Sarah Richardson
Miss Marie Ippolito

Division of Instruction

Mr. Larry Cuban - Director, Staff Development
Lillie R. Matthews - Program Coordinator

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AFRO-AMERICAN EXPERIENCE PROGRAM
JUNE 1969 - MAY 1970

AN EVALUATION REPORT

Title: Afro-American Experience Program

Location: Howard University, Federal City College; Follow-up Academic Year in D.C. Secondary Schools

Target Population: Secondary School English and History Teachers

Number Served: 20 English and 20 History Teachers

Director: Larry Cuban, Director, Staff Development, Division of Instruction

Program Coordinator: Lillie R. Matthews

Staff: 2 Instructors; 2 Research Consultants

Funding Allotment: $59,073

Background and Rationale:

Following the Board of Education's approval in February 1969, the school Administration considered new approaches to incorporating the Afro-American experience into the school curriculum. It was clear to the Administration that an increase in teaching materials concerning the black experience would not automatically result in increased multi-ethnic content in conventional history and English courses. In 1964 the District Schools had published a curriculum guide in Negro History; in 1968 a curriculum guide on black literature had been produced. Yet, up to that time few courses were being offered in Negro History or black literature. Prior to the initiation of the Afro-American Experience Program the number had increased to 29 classes in 11 senior high schools and 18 classes in 3 junior high schools. The fundamental problem, however, was that the teachers designated to teach these classes had had little or no formal instruction in teaching the black experience and had to secure information, concepts and skills wherever possible. The teachers aware of the void left by their university education were anxious to equip themselves to teach more effectively. Therefore, the Office of Staff Development requested and received funds from the Bureau of Educational Personnel Development of the U.S. Office of Education for an Afro-American Experience Program which consisted of a Summer Institute and follow-up academic year.

Project Objectives:

The purpose of the Summer Institute and follow-up academic year was to have teachers become acquainted with the historical, literary, and cultural experiences of black people, to train teachers to translate the information into instructional materials and to have teachers produce their own curriculum materials for use in their classes.

Project Methodology:

For six weeks during the summer of 1969 an Afro-American Institute was held for 40 secondary teachers of the D.C. Public Schools -- 20 history and 20 English teachers. Two instructors, one from Federal City College, and one from Howard University, exposed the participants to information about black studies and to skills and attitudes needed to present the material effectively.

During the Institute each participant developed a teaching unit on some area of the black experience. Thirty-two of the participants offered their units for use by other teachers, both in the program and outside of it.

Institute participants elected from among their number a coordinator responsible for conducting monthly workshops during the academic year, for providing supportive services to the English and history teachers as they returned to their classrooms, and for expanding the scope of the program by introducing the materials developed in the Institute to teachers outside the Afro-American Experience Program.

During the academic year 1969-1970 monthly workshops were conducted for the program participants to bring 'live' demonstrations to the teachers. These 'live' demonstrations included content, methods, new techniques, and new materials. Most demonstrations were given by teachers in the program; the teachers often included their students. The workshops also attempted to bring in as many resource people from the D.C. school system as possible. Through the workshops, efforts were made to cooperate and work with the facilities available in the English and History Departments. At each workshop the workshop consultant provided content material for the participants.

The materials produced by the teachers have been requested and used by other student-teacher programs in the D.C. Public Schools: the Urban Teacher Corps, the Swahili Teachers, Model School Division, teacher training programs, and the Innovation Team. The Resource Center for the Afro-American Experience Program, located at Hine Junior High School, has also coordinated teaching material for special subject teachers and elementary teachers. To date about 100 to 150 teachers have come into contact with the materials developed

at the 1969 Summer Institute. An estimated 3,000 students have been reached by the project.

Evaluation Plan:

The purpose of the evaluation is to determine the attitudes of those English and history teachers who participated in the Summer 1969 Afro-American Institute towards: (1) the Summer Institute; (2) the materials developed by institute participants; and (3) the Afro-American Experience Program as a whole. No attempt has been made at this time to assess the response of the students to the program and the program materials, except as their response is judged by the teacher concerned.

At the program's final workshop session in May, 1970, twenty-two English and history teachers who had attended the Summer 1969 Institute completed a questionnaire designed by the Department of Research and Evaluation, Division of Planning, Innovation and Research. The questionnaire consisted of three parts which sought to elicit:

1. teachers' opinions of the Summer 1969 Institute
2. teachers' reaction to curriculum units developed at the Summer Institute and used during the academic year
3. teachers' recommendations for future Afro-American programs.

The teachers were requested to answer all items and to express their views freely. To maintain confidentiality, participants were asked not to write their names on the questionnaires. Their responses have been tallied and analyzed by the Department of Research and Evaluation.

Results:

This section of the report will present the highlights of the findings and will attempt to interpret and discuss the implications.

I. Participants' Reactions to the Summer Institute

Table 1 presents data for questions 1, 2, 4, and 5 of Part I of the questionnaire. (See Appendix A.) It reveals the participants' opinions about the effects of the Summer 1969 Afro-American Institute on the follow-up academic year in which instructional units in Afro-American history and literature were introduced into the classroom.

Table 1

Teacher Participants' Comments on the 1969 Summer Afro-American Institute as Whole

Item	Total No. of Respondents	Very Helpful		Helpful		Moderately Helpful		Very Little Help		No Help At All	
		No.	%	No.	%	No.	%	No.	%	No.	%
The summer Afro-American Institute was:	22	15	68%	7	32%	0	--	0	--	0	--
The materials developed in the summer institute were:	22	6	27%	9	41%	6	27%	1	5%	0	--
The experience that the participants brought to the institute were:	22	11	50%	9	41%	0	--	2	9%	0	--
The exchange of ideas by participants in the seminar proved to be:	22	9	41%	8	36%	5	23%	0	--	0	--

According to Table 1, the Summer Afro-American Institute was either "very helpful" or "helpful" to all the participants responding to the questionnaire. The experiences that participants brought to the Institute, the exchange of ideas among the participants, and the materials developed were most helpful in that order. A majority of the respondents perceived all these aspects of the program as helpful. These findings indicate that the experiences of the Summer 1969 Afro-American Institute for History and Language teachers had a carry-over effect and were advantageous to the teachers in the implementation of the follow-up program during the academic year.

Table 2 displays participant responses to questions 6, 7, and 8 in Part I of the questionnaire, which pertain to participant opinions about the subject matter presented in the Summer Institute and the instructional methods used.

Table 2

Teacher Participants' Opinions About Summer Institute Subject Matter and Instructional Methods

	No. of Responses	% of Responses
1. Subjects content explored in the summer institute was:		
a. traditional	2	9%
b. relevant to black youngsters	6	27%
c. relevant to students regardless of ethnic heritage	14	64%
d. too complicated for high school students	0	---
TOTAL	22	100%
2. Methodology explored in the summer institute was:		
a. traditional	5	16%
b. eclectic	8	25%
c. lecture method	12	38%
d. demonstration	4	12%
e. textbook oriented	1	3%
f. other	2	6%
TOTAL	32	100%
3. In teaching students Afro-American subject matter, the method should be:		
a. lecture	3	11%
b. textbook oriented	3	11%
c. demonstration	7	26%
d. incidental	1	4%
e. sequentially oriented (highly structured)	2	7%
f. other	11	41%
TOTAL	27	100%
Total Number of Respondents = 22		

Table 2 shows that a majority of the participants thought the subject matter of the Summer Institute was relevant to young people regardless of their ethnic heritage; only 2 percent regarded the material "traditional". According to the data a variety of instructional methods were used at the Institute. Most frequently mentioned by the participants was the lecture

method, followed by the eclectic and traditional methods in that order. When asked what methods should be used in presenting Afro-American materials the most frequent response was "other", indicating either that a method not mentioned in the questionnaire was preferable or that a combination of the methods listed would suffice. The demonstration method was mentioned second most frequently. Only one-third of the total number of responses mentioned lecture, textbook oriented, incidental or sequentially oriented instructional methods as optimum for teaching Afro-American subject matter. That the teachers regarded the subject matter as relevant to students regardless of their ethnic heritage is significant. It suggests that no restrictions or special provisions are necessary with regards to the subject matter and that it can be woven into the regular curriculum for all young people. The findings relating to instructional methods reveal that the teachers did not want to be confined in their teaching to a single instructional approach for Afro-American subject matter. In this regard the Institute seemed to serve their purpose by exposing them to a variety of methods.

Table 3 shows a rank order of the accomplishments that derived from the Summer Afro-American Institute.

Table 3
Teacher Participants' Opinions About
Summer Institute Accomplishments Ranked
From Most (1) to Least (7)

Accomplishment	Rank
Improved teaching techniques in English/History	7
Collection of additional subject matter in English/ History	3
Skill in making the two subjects part of a core curriculum	6
Awareness of the part Afro-Americans have played in the historical development of our country.	1
Awareness of the part Afro-Americans have played in the literary contribution of our country	4
Awareness of the availability of resources citing the contribution of Afro-Americans	2
Use of developed materials by teachers and students	5

According to the findings revealed in Table 3 teacher participants thought the primary accomplishment resulting from the Summer Institute was an "awareness of the part Afro-Americans have played in the historical development of our country." Next in order they thought they had become aware "of the availability of resources citing the contribution of Afro-Americans" and had been able to collect "additional subject matter in English/History". What had been accomplished least, they thought, was "improved teaching techniques in English/History".

These findings indicate that the content of the institute was geared to expanding the teachers familiarity with subject matter and resource materials rather than to methods of presenting the subject. According to the data in Table 3 the participants thought they had become more aware of the Afro-Americans' historical contribution than of his literary contribution to our country. This supports the findings of a post-institute questionnaire described in "Summary: Participants Evaluation of Afro-American Institute, Summer 1969." (See Appendixes B and C.) That report, compiled by the project coordinator, states that all the participants thought the history lectures had been excellent, and that all thought the English lectures had been less than excellent in terms of their preparation, quality of teaching, effectiveness in increasing subject matter, knowledge and skills, explanation of materials, and consistency with general objectives of the program.

In summary, the respondents thought the Summer Institute had been valuable to them as they implemented the Afro-American Experience Program in the academic year following the Institute. They had become acquainted with subject matter relevant to all students regardless of their ethnic heritage, aware of the Afro-Americans' historical contribution to the development of our country, and familiar with resource materials on the subject.

II. Participants' evaluation of the instructional materials developed at the Summer Institute.

The questionnaire required teacher participants to indicate which units they had used with their classes and to rate themselves on their effectiveness in handling the units. Table 4 shows the responses to this request.

Table 4
Frequency of Use of Experimental Units in Afro-American History and Literature and Teacher Participants' Average Self-Rating of Their Effectiveness with the Units

Units	Total Number of Teachers Using Units	Units Ranked By Frequency Of Use	Number of Teachers Rating Selves	Average Self-Rating
1. An Experimental Unit in Literature -- for Grade 11	1	29	1	Fair
2. Black Poets and The Afro-American Experience - English Unit for the 10th Grade	2	24.5	-	-
3. Black Abolitionists: A Thrust for Freedom and Equality	6	5	3	Excel.
4. The Proper Study of Woman is Mankind - A Study of Contemporary Poetry by Six Black Women	3	18	3	Good
5. Search for Identity	6	5	3	Fair
6. Black Poets and the Afro-American Experience	6	5	3	Good
7. Back Toward Slavery--The Rise of Jim Crow and Lynch Law at the Turn of the Century	6	5	5	Good
8. Black Voices	4	13.5	-	-
9. Between Two Worlds: Unit on Short Stories by Negro Writers	2	24.5	2	Good
10. The Dynamics of Racial Prejudice in the United States	2	24.5	1	Excel.
11. The American Negro: His Stand and Search for Freedom Since the American Revolution to the War of 1812	6	5	3	Good
12. The Negro Frontiersman - Slavery and the Westward Movement in the United States 1800-1860	3	18	2	Excel.
13. Experimental Unit - Second Revolution in America 1954-1969	-	31	-	-
14. The Short Story: A Comparison	5	10	4	Good

Table 4 (continued)

Units	Total Number of Teachers Using Units	Units Ranked By Frequency Of Use	Number of Teachers Rating Selves	Average Self-Rating
15. The Abolitionist Movement	9	1	6	Good
16. Negroes in National Politics	3	18	1	Good
17. The American Revolution	5	10	2	Fair
18. The Short Story	5	10	2	Good
19. To Be A Slave	5	10	3	Excel.
20. The Mask	3	18	2	Fair
21. Women in America: The Historical and Contemporary Role of Women in America	2	24.5	1	Good
22. Crusade for Meaningful Citizenship	3	18	2	Good
23. Discovering Techniques in Effective Writing by the Use of Slave Narratives	1	29	1	Good
24. "Reconstruction Without Freedom"	4	13.5	2	Good
25. The Legalization of Jim Crow	5	10	3	Good
26. The History of the Black Man, Too... Repeats Itself	3	18	1	Fair
27. Industry Challenges Democracy and Its Goals	2	24.5	1	Excel.
28. Mirrors of Life	3	18	1	Fair
29. Who Am I in White America	1	29	-	-
30. Crucial Issues of a Decade from 1950 to 1960	2	24.5	2	Fair
31. The Period of Exploration and Discovery: Re-written to Include the Neglected History of the Black Man	8	2	4	Good
Total Number of Respondents	22		14	

According to Table 4 the two most frequently used units were the history units entitled "The Abolitionist Movement" and "The Period of Exploration and Discovery: Re-written to Include the Neglected History of the Black Man." These units were used by nine and eight teachers, respectively. Three history units and two English units, each used six times, were the next most frequently used units. One history unit was not used at all: "Experimental Unit-Second Revolution in America 1954-1969." Two units, one a history unit and the other an English, were each used only once. The remaining 21 units listed were used two to five times each.

The 22 teacher participants completing the questionnaire reported that they had used the instructional units a total of 116 times throughout the follow-up academic year.

A total of 14 teacher participants rated their performance with the instructional units. They applied self-rating to 27 of the 31 units listed, accounting for 64 of the 116 times the units were used. The average self-rating distribution ranged from "Excellent" to "Fair" with more than half the rated units receiving a rating of "Good". Teachers rated their handling of five of the units "Excellent", while on seven units they rated themselves "Fair." In no case did they consider their handling of the instructional unit "poor" or "unsatisfactory," choices they could have made in the questionnaire.

Table 5 summarizes the data shown in Table 4 broken down by history and English instructional units developed in the summer institute.

Table 5
Instructional Units: Their Frequency of Use
and Participants' Self-Rating on Use
Broken Down By Subject Areas

Subject Area	Total No. of Units	Frequency of Use of Units			
		Total No. Respondents	No. Units Used	No. Units Not Used	Total No. Times Used
History	17	22	16	1	69
English	14	22	14	0	47
Total	31	22	30	1	116

Subject Area	Participant Self-Rating on Use of Units						
	Total No. Respondents	No. Units Rated	No. Units Not Rated	Total No. Times Used	Rating		
					Excel.	Good	Fair
History	14	16	1	39	4	9	3
English	14	11	3	25	1	6	4
Total	14	27	4	64	5	15	7

Table 5 shows that 17 history units were available for general use as opposed to 14 English units. The history units were used a total of 69 times during the follow-up year while the English units were used a total of 47 times. In all, the units developed during the Summer 1969 Afro-American Institute were used by the 22 teacher participants a total of 116 times. This means that in any given month of the school year, an average of 13 units of Afro-American history or literature were being taught in District junior and senior high schools. That history units were used almost twice as frequently as English units--69 as opposed to 47 -- might indicate that the history units were more readily adaptable to the curriculum than were the English units.

Table 6 displays the comments of teacher participants about their use of the instructional units in Afro-American history and English and their opinions about the student response to the use of these materials. It is a summary of the responses to questions 3 through 10 in Part II of the questionnaire.

Table 6
Teacher Participants Comments on the Use of the Afro-American Units in the Classroom and Their Evaluation of Student Responses to the Use of the Units

	No. of Responses	% of Responses
1. The units developed during the summer institute served as:		
a. main source of discussion	2	7%
b. supplementary materials	16	57%
c. sole basis of discussion	1	4%
d. motivator for getting into other activities	8	28%
e. no use at all	0	---
f. no response	1	4%
TOTAL	28	100%
2. Using the unit titles suggested in the summer institute:		
a. engaged me in doing too much research	0	---
b. shortened my preparation time for class	4	15%
c. enabled me to get rid of a single textbook approach	11	41%
d. taught me to use the discovery method of learning in my teaching	5	18%
e. created additional problems because of a lack of sequentially prepard materials	1	4%
f. no response	6	22%
TOTAL	27	100%
3. What are some activities which grew out of the development of the units developed during the summer institute?		
a. writing historical accounts	5	12%
b. creating literary composition	7	16%
c. role playing	12	28%
d. putting on a skit	10	23%
e. writing a book for further use	3	7%
f. others (specify)	3	7%
g. no response	3	7%
TOTAL	43	100%
4. As a result of using units rather than textbooks my students:		
a. did not participate readily	1	4%
b. participated; more readily	15	60%
c. seemed confused	1	4%
d. requested written materials	1	4%
e. collected materials on their own	2	8%
f. no response	5	20%
TOTAL	25	100%

Table 6 (continued)

	No. of Responses	% of Responses
5. What was your students over-all attitude about the units:		
a. enjoyed them very much	8	35%
b. enjoyed them	10	43%
c. showed no feelings	2	9%
d. embarrassed	0	---
e. angry and bitter	1	4%
f. no response	2	9%
TOTAL	23	100%
6. In teaching a particular unit, I would be able to evaluate my class over-all performance as:		
a. excellent	3	14%
b. good	13	59%
c. fair	3	14%
d. poor	1	4%
e. unsatisfactory	0	---
f. no response	2	9%
TOTAL	22	100%
7. As a result of the implementation of the Afro-American units, students seemed to:		
a. show more progress than on previous accounts	5	23%
b. show some amount of progress	10	45%
c. progress a little	3	14%
d. grow worse	0	---
e. no response	4	18%
TOTAL	22	100%
8. As a result of the implementation of the Afro-American units, students:		
a. attitudes showed an improved change	7	28%
b. attitudes showed no change at all	0	---
c. seemed to have developed a self-identity	8	32%
d. improved their relationships with their brothers	2	8%
e. no response	8	32%
TOTAL	25	100%
Total number of respondents = 22		

According to Table 6 the teachers noted that the units developed during the Summer Institute most frequently served as supplementary materials, enabled the teacher to eliminate the single textbook approach, and led students into such activities as role playing, putting on skits, and writing historical and literary compositions. According to the teachers, the students, in response to the use of the units: 1) participated more readily; 2) seemed to enjoy the units; 3) generally performed; 4) showed some amount of progress; and 5) seemed to have developed self-identity and improved attitudes.

These findings indicate that the use of the instructional units developed at the Summer Institute were useful; they livened up the classroom and captured the students' interest. That the students developed a concept of self-identity and improved their general attitudes is significant and could have far-reaching implications and consequences for the students individual development. It is interesting to note that when the teachers deviated from the single textbook approach to a subject, student participation increased.

Part III. Participants' opinions regarding the planning of Afro-American programs.

Teacher participant responses to questions 2 through 5 of Part III of the questionnaire, concerning funding and workshops, are displayed in Table 7 on the next page.

The data in Table 7 show that almost half the participants thought $500 would be necessary to implement a Black Studies program in an individual classroom. These funds would be needed primarily for books, films and other visual aids according to the participants in the Summer 1969 Afro-American Institute. The participants thought that the monthly workshops were helpful, should be held monthly as opposed to more or less frequently, and should be conducted by the program coordinator as they were during the initial follow-up academic year.

These findings indicate that the teachers felt handicapped in implementing effectively a Black Studies program because they lacked sufficient books and visual aids. The implication is, therefore, that to follow-through on its committment to implement a Black Studies program, the school system will have to allot substantial funds for materials and equipment.

Table 7

Teacher Participants' Opinions About
Program Funding and Periodic Workshops

	No. of Responses	% of Responses
1. What amount of funding do you think is necessary to implement a Black Studies Program in an individual classroom?		
a. none	0	---
b. $100	3	14%
c. $200	7	32%
d. $500	9	41%
e. more than $500	2	9%
f. no response	1	4%
TOTAL	22	100%
2. If you were the recipient of a grant, how would you spend it?		
a. books	12	28%
b. films and other visual aids	12	28%
c. speakers or other consultants	3	7%
d. training of myself	6	14%
e. released time for in-service training	5	12%
f. others	2	5%
g. no response	2	5%
TOTAL	42	99%
3. Do you feel that the monthly workshops are helpful?		
a. yes	16	73%
b. no	3	14%
c. don't know	3	14%
TOTAL	22	99%
4. Workshops similar to the ones presently being held should be held:		
a. weekly	2	9%
b. bi-weekly	0	---
c. monthly	16	73%
d. advisory	1	4%
e. semester	1	4%
f. no response	2	9%
TOTAL	22	99%

Table 7 (continued)

	No. of Responses	% of Responses
5. The monthly workshops should be conducted by:		
a. the coordinator	11	46%
b. planning group composed of participants	8	33%
c. non-participants but authorities in the area	1	4%
d. central office personnel	0	---
e. principals and other school personnel	0	---
f. community agencies	0	---
g. others	0	---
h. no responses	4	17%
TOTAL	24	100%

Total number of respondents = 22

Table 8 records the responses to questions 1 and 7 of Part III of the questionnaire. Participants ranked activities that should be included in monthly workshops and activities that might be used in the implementation of a Black Studies program.

Table 8

Teacher Participants' Opinions About Workshop Content and Scheduling Ranked From Most (1) to Least (8,7) Preferable

Item	Rank
1. The monthly workshops should include:	
a. speakers	3
b. films	6
c. role play	8
d. sensitivity training	7
e. human relationship development	5
f. dissemination of factual information	4
g. interchange of ideas and experience	2
h. demonstration lessons	1
2. Activities that might be used in implementation of a Black Studies Program	
a. after school workshops	7
b. summer institutes	1
c. university-sponsored institutes (evenings)	3
d. university-sponsored institutes (summer)	2
e. released time for workshop attendance during school hours	4
f. Saturday workshops	6
g. community or other social agency-sponsored workshop/institutes	5

According to Table 8, participants would prefer to have demonstration lessons, interchange of ideas and experiences and speakers included in the monthly workshop sessions in that order. Least important they thought was role playing and sensitivity training. Participants generally thought a summer institute, one sponsored either by the school system or by a university, would be useful in the implementation of a Black Studies Program. After school and Saturday workshops rank lowest on their list of choices.

These findings indicate that in future workshops teachers want more emphasis on techniques of presenting Afro-American history and literature materials. This supports the findings in Table 2 which revealed that, second to an eclectic approach, the demonstration method was considered the most effective in teaching Afro-American materials. That a summer institute was designated as the most popular activity to be included in the implementation of a Black Studies program is understandable in light of the demands placed on teachers during the school year. Teachers were reluctant to give up their free time during the year or to trust their classes to substitutes; workshops scheduled during released time ranked fourth in their list of options. Evening university-sponsored institutes ranked third behind summer institutes, probably because they were equated with night school in which teachers frequently involve themselves.

The last two questions on the questionnaire were open-ended seeking comments on first, how the participants thought the monthly workshops held during the academic year had benefited them, and, second, what recommendations they would make for planning a future Black Studies Program/ project.

Table 9

Participants' Comments About How They Benefited From the Monthly Workshops During the Academic Follow-up Year

Comments	No. of Responses	% of Responses
1. No Comment	8	23%
2. Became aware of resource materials	5	14%
3. Enjoyed the exchange of ideas, materials, and experiences	7	20%
4. Acquired factual information of the Afro-American experience	6	17%
5. Developed teaching skills	1	3%
6. Acquired an understanding of current problems	2	5.5%
7. Was motivated and able to motivate students	3	8.5%
8. Was able to understand students better	1	3%
9. Had fewer discipline problems	1	3%
10. Found demonstration lectures useful	1	3%
TOTAL	35	100%

Table 9 shows that participants commented most frequently that they had enjoyed the exchange of ideas, materials, and experiences afforded them at the workshops. The next most frequently mentioned benefit was the acquisition of factual information about the Afro-American experience. These comments about the monthly workshops during the academic year reflect the attitudes of the participants about the summer Afro-American Institute itself as shown in Tables 1 and 3. Participants thought the summer institute was helpful for the opportunity it afforded to exchange ideas and experiences as well as for the factual information presented about the Afro-American experience.

Table 10 shows participants' suggestions for future Black Studies programs.

Table 10

Participants' Recommendations for the Implementation of Future Black Studies Programs

Recommendations	No. of Responses	% of Responses
1. No recommendations	3	9.4%
2. More money for supplies and materials	8	25.0%
3. Well defined objectives and a set of guidelines	3	9.4%
4. Stronger workshop leadership	1	3.1%
5. Good instructors, books, and audio-visual aids	2	6.3%
6. Clerical support services	3	9.4%
7. Sincerely interested participants	2	6.3%
8. Active involvement of participants through group projects, field trips, research projects	2	6.3%
9. Instruction in use of audio-visual equipment	1	3.1%
10. Diversity of materials	2	6.3%
11. Practice in using materials and teaching aids	1	3.1%
12. Evaluation of participants work during, not just at conclusion of, program	1	3.1%
13. Assurance of support for program from individual buildings and central administration	2	6.3%
14. Group smaller than 40 persons	1	3.1%
TOTAL	32	100.0%

Nineteen of the 22 participants offered a variety of suggestions for future Black Studies programs according to the data in Table 10. The most frequently mentioned suggestion, made one fourth of the time, was that more money for supplies and materials should be available. The other comments were each made three times or less. Nevertheless, several

of the suggestions call for serious consideration in planning future programs. Teachers should be assured that school building and central administrative personnel will support their efforts to implement the program for which they have been trained. As for the workshop itself, it is important to note that some participants thought they should be actively involved through group projects, field trips, or research projects, and that the participants should be evaluated during the institute rather than just at the end of the institute.

Summary and Conclusions

In May 1970 twenty-two teacher participants of the Afro-American Experience Program gave their reactions to the Summer 1969 Afro-American Institute and the follow-up academic year which they used teacher-developed instructional units on Afro-American history and literature in their classrooms. Generally, teachers thought the summer institute had been helpful to them. They believed they had acquired factual knowledge of the part Afro-Americans have played in the historical development of our country and information about the resource materials available on Black Studies. They thought the material presented in the institute was relevant to young people regardless of their ethnic heritage.

The reaction of the teacher participants to the teacher-developed instructional units was generally favorable. Each responding teacher used an average of 5.27 of the Afro-American history and English units in his classroom during the academic follow-up year. Most of the units were used two to five times, but one unit was used by nine of the participating teachers. Generally, the units were used as supplementary materials enabling the teacher to eliminate the single textbook approach to the subject matter. The teachers thought that as a result of the use of the units, students participated more readily and seemed to have developed a sense of self-identity and in turn had improved their attitudes.

In their recommendations for future Afro-American programs, teachers participants stated the monthly workshops held during the academic year had been helpful, should be held monthly, and should stress demonstration lessons. Teachers also indicated that more money should be available for implementing Black Studies programs.

The conclusion is that the Afro-American Experience Program, consisting of a Summer Institute and an academic follow-up year did achieve its goals. A number of secondary English and history teachers became acquainted through the workshop with the historical and literary experiences of black Americans. Teachers did translate this information into instructional materials and they did use them in the classroom. It is significant that, in the judgment of the teachers, the

students responded positively to the use of the Afro-American units in history and English. According to the teachers, the students appeared to be participating more readily, making some measures of progress, and developing improved attitudes. These developments and the fact that one-third of the teachers thought the use of the units helped the students develop a sense of self-identity could have far reaching implications for the general attitude of students toward their studies and toward their concept of themselves in society.

Recommendations

Should such a program be undertaken in the future, the results of the teacher participants' evaluation suggest the following modifications:

1. More funds should be made available for Black Studies programs for teachers so sufficient supplies and materials will be available to contribute to the programs' effectiveness.

2. The summer institute should stress new instructional methods to the same extent that it stresses new content material.

3. The summer institute should allow an equal amount of time for presenting the black experience in literature and the black experience in history.

4. A greater number of secondary history and English teachers should have the opportunity to benefit from an intensive summer institute in Black studies and from monthly workshops.

APPENDIXES

Appendix A

I. This section contains questions on your evaluation of the summer institute. Check the phrase that applies in each statement.

1. The summer Afro-American Institute was:

_____ very helpful

_____ helpful

_____ moderately helpful

_____ waste of time

_____ no help at all

2. The materials developed in the summer institute were:

_____ very helpful

_____ helpful

_____ moderately helpful

_____ very little help

_____ no help at all

3. The materials developed in the summer institute were relevant.

_____ yes

_____ no

_____ don't know

4. The experiences that the participants brought to the institute were:

_____ very helpful

_____ helpful

_____ moderately helpful

_____ very little help

_____ no help at all

5. The exchange of ideas by participants in the seminar proved to be:

_____ very helpful _____ no help at all

_____ helpful

_____ moderately helpful

_____ very little help

6. Subject content explored in the summer institute was:

_____ traditional

_____ relevant to black youngsters

_____ relevant to students regardless of ethnic heritage

_____ too complicated for high school students

7. Methodology explored in the summer institute was:

_____ traditional

_____ eclectic

_____ lecture method

_____ demonstration

_____ textbook oriented

_____ other

8. In teaching students Afro-American subject matter, the method should be:

_____ lecture

_____ text-book oriented

_____ demonstration

_____ incidental

_____ sequentially oriented (highly structured)

_____ other

9. The summer institute should be restricted to:

_____ teachers

_____ students

_____ parents

_____ community aides

_____ school administrators

_____ other

10. As a result of attending the summer institute, the following were accomplished: (Please rank from most(1) to least(7)).

_____ Improved teaching techniques in English/History

_____ Collection of additional subject matter in English/History

_____ Skill in making the two subjects part of a core curriculum

_____ Awareness of the part Afro-Americans have played in the historical development of our country

_____ Awareness of the part Afro-Americans have played in the literary contribution of our country

_____ Awareness of the availability of resources citing the contributions of Afro-Americans

_____ use of developed materials by teachers and students

II. This section contains questions on your evaluation of the instructional materials developed last summer. Please make the ratings as directed:

1. Below is a list of unit titles developed. Will you do the following:

a) Check the unit titles that you have used with your class.

b) How effective were you as the teacher in handling the units you have checked? Use the following numbers to rate yourself:

1 - excellent 2 - good 3 - fair 4 - poor 5 - unsatisfactory

Unit Titles

_____ An Experimental Unit in Literature - for Grade 11

_____ Black Poets and The Afro-American Experience - English Unit for the Tenth Grade

_____ Black Abolitionists: A Thrust for Freedom and Equality

_____ The Proper Study of Woman is Mankind - A Study of Contemporary Poetry by Six Black Women

_____ Search for Identity

_____ Black Poets and the Afro-American Experience

_____ Back Toward Slavery--The Rise of Jim Crow and Lynch Law at the Turn of the Century

_____ Black Voices

_____ Black Voices

_____ Between Two Worlds: Unit on Short Stories by Negro Writers

_____ The Dynamics of Racial Prejudice in the United States

_____ The American Negro: His Stand and Search for Freedom Since the American Revolution to the War of 1812

_____ The Negro Frontiersman - Slavery and the Westward Movement in the United States 1800 - 1860

_____ Experimental Unit - Second Revolution in America 1954 - 1969

_____ The Short Story: A Comparison

_____ The Abolitionist Movement

_____ Negroes in National Politics

_____ The American Revolution

_____ The Short Story

_____ To be a Slave

_____ The Mask

_____ Women in America: The Historical and Contemporary Role of Women in America

_____ Crusade for Meaningful Citizenship

_____ Discovering Techniques in Effective Writing by the Use of Slave Narratives

_____ "Reconstruction Without Freedom"

_____ The Legalization of Jim Crow

_____ The History of the Black Man, Too . . . Repeats Itself

_____ Industry Challenges Democracy and Its Goals

_____ Mirrors of Life

_____ Who Am I in White America

_____ Crucial Issues of A Decade from 1950 to 1960

_____ The Period of Exploration and Discovery: Re-Written to Include the Neglected History of the Black Man

c) If you could teach the units again do you think you would do

_____ better

_____ the same

_____ worse

2. Please list units (in rank order) enjoyed most by your students

_____

_____

_____

_____

_____

3. The units developed during the summer institute served as:

_____ Main source of discussion

_____ supplementary materials

_____ sole basis of discussion

_____ motivator for getting into other activities

_____ no use at all

4. As a result of using units rather than textbooks my students:

_____ did not participate readily

_____ participated more readily

_____ seemed confused

_____ requested written materials

_____ collected materials on their own.

5. Using the unit titles suggested in the summer institute

_____ engaged me in doing too much research

_____ shortened my preparation time for class

_____ enabled me to get rid of a single textbook approach

_____ taught me to use the discovery method of learning in my teaching

_____ created additional problems because of a lack of sequentially prepared materials

6. What are some activities which grew out of the development of the units developed during the summer institute?

_____ writing historical accounts

_____ creating literary composition

_____ role playing

_____ putting on a skit

_____ writing a book for further use

_____ others (please specify)

7. What was your students over-all attitudes about the units?

_____ enjoyed them very much

_____ enjoyed them

_____ showed no feelings

_____ embarrassed

_____ angry and bitter

8. In teaching a particular unit, I would be able to evaluate my class over-all performances as:

_____ excellent

_____ good

_____ fair

_____ poor

_____ unsatisfactory

9. As a result of the implementation of the Afro-American units, students seemed to:

_____ show more progress than on previous accounts

_____ show some amount of progress

_____ progress a little

_____ grow worse

10. As a result of the implementation of the Afro-American units, students:

_____ attitudes showed an improved change

_____ attitudes showed no change at all

_____ seemed to have developed a self-identity

_____ improved their relationships with their brothers.

III. This section asks your opinion in regard to planning of Afro-American programs. Answer each question as directed.

1. The following activities might be used in implementing a Black Studies Program. Rank them from most desirable to least desirable (1 = most desirable, 7 = least desirable).

_____ After school workshops

_____ Summer institutes

_____ University-sponsored institutes (evenings)

_____ University-sponsored institutes (summer)

_____ Released time for workshop attendance during school hours

_____ Saturday workshops

_____ Community or other social agencies - sponsored workshop institutes

2. What amount of funding do you think is necessary to implement a Black Studies Program in an individual classroom?

_____ None

_____ $100

_____ $200

_____ $500

_____ More than $500

3. If you were the recipient of a grant, how would you spend it?

_____ books

_____ films and other visual aids

_____ speakers or other consultants

_____ training for myself

_____ released time for in-service training

_____ others (please specify)

4. Do you feel that the monthly workshops are helpful?

_____ Yes

_____ principals and other school personnel

_____ community agencies

_____ others

8. If answer to item 4. is "yes", how has the workshop benefited you?

9. If you could participate in the planning of a future Black Studies Program/project what would you recommend as necessary for its implementation?

Prepared by
Department of Research and Evaluation
May 1970

Appendix B

SUMMARY: PARTICIPANTS' EVALUATION OF AFRO-AMERICAN INSTITUTE, SUMMER 1969

Prepared by Lillian Matthews, Program Coordinator

From the 39 English and History teachers who participated, 26 responses for evaluation were received.

The institute was designed to prepare teachers in knowledge and skills to teach about the Afro-American Experience.

Responses showed that 96% of the teachers felt that skills in professional writing, communication, interpersonal relations, and producing institutional changes were improved. (See Appendix C.) Their skills in subject matter, conducting research and program development, was significantly improved. According to the responses, most of these participants (97%) indicated that they had expected to improve these skills as a result of the Afro-American Experience Institute. Most (98%) also indicated that they had increased their amount of productivity in research, curriculum development and creative ideas. The majority (99%) felt generally more competent as a result of having attended the institute.

In evaluating the program 50% of the responding participants felt that the institute provided some professional and non-professional growth.

In an evaluation survey of staff members the participants over-whelmingly (100%) felt that the history lectures were excellent in the following respects: preparation, quality of teaching, effectiveness in increasing subject matter, knowledge and skills, explanation of materials, and consistency with general objectives of the program. On the other hand, the majority (100%) indicated that the English lectures fell short in all of the above mentioned areas. The English lectures were rated effective in five written responses for the presentation of audio-visual materials that could be used in a classroom emphasizing the Afro-American Experience.

The extent and meaningfulness of interaction among participants in the history lectures was rated by the 26 respondents as being very good. In the English lectures the rating was average or below by the response of 26 participants. Participants felt that the history lecturer was most responsive to participants' questions and the English lecturer was less so.

For time devoted to discussion within the lectures, 50% of the participants said that too little time was given to discussion in the English lectures and 50% said that too much time was given. As for the history lectures, 95% said that time given to discussion was just right. Likewise, the history lectures, according to participants responses, stimulated great interest while the English lectures seldom sparked interest.

The participants responses also showed that the practicum, as conducted for the summer 1969 institute, was ineffective and of little value. All written responses received stated that the practicums became "gripe" sessions and should have been used for preparation of units, planned group discussions, and the exhibition of resource materials.

Participants felt that the staff was of great help in preparing units and that the preparation of units would prove extremely useful.

All of the speakers at the Institute were considered as being helpful to the participants with special commendation for those who dealt directly with "Black Studies" and "Black Culture."

One of the chief purposes of the institute was to have participants produce instructional materials for their students. Of the 39 participants, 32 researched, developed and produced units for use in their classrooms in 1969-70.

APPENDIX C

Questionnaire: Afro American Institute, Summer 1969
Prepared by Institute Staff

This section contains questions on your evaluation of the experience you received while participating in the project. Please make the following ratings as directed. NO NAME ON FORM IS NECESSARY.

USE THE SCALE PROVIDED BELOW TO ANSWER ITEM 1. Write the number in the blank to the right that best describes your judgement.

/ 1 /	2 /	3 /	4 /	5 /
Little		Moderate		Significantly

1. To what extent did you expect (prior to entering the program) the following skills to improve as a result of the program?

	Rating
a. Conducting Research	_____
b. Professional Writing	_____
c. Ability to Communicate	_____
d. Interpersonal Relations	_____
e. Academic (subject matter proficiency)	_____
f. Teaching Seminars, Workshops, etc.	_____
g. Producing Institutional Change	_____
h. Program Development	_____
i. Other _____	_____

USE THE SCALE PROVIDED BELOW TO ANSWER ITEM 2. Write the number in the blank to the right that best describes your judgement.

/ 1 /	2 /	3 /	4 /	5 /
Little		Moderate		Significantly

2. To what extent did the program experience result in improving quality of performance in the following skills?

	Rating
a. Conducting Research	_____
b. Professional Writing	_____
c. Ability to Communicate	_____
d. Interpersonal Relations	_____
e. Academic (subject matter proficiency)	_____
f. Teaching Seminars, Workshops, etc.	_____
g. Producing Institutional Change	_____
h. Program Development	_____
i. Other _____	_____

USE THE SCALE PROVIDED BELOW TO ANSWER ITEM 3. Write the number in the blank to the right that best describes your judgement.

/ 1 /	2 /	3 /	4 /	5 /
No Increase		Moderate Increase		Significant Increase

3. To what extent has your experience increased amount of productivity (quantity) in the following areas:

	Rating
a. Research	_____
b. Curriculum Development	_____
c. Creative Ideas	_____
d. Other _____	_____

4. Do you feel more competent as a result of the program?

a. Yes_____

b. No _____

5. In evaluating the over-all program experience, how would you rate it as far as:

Non-Professional Growth	/ 1 /	2 /	3 /	4 /	5 /	
	No Growth		Some Growth		Significant Growth	
Professional Growth	/ 1 /	2 /	3 /	4 /	5 /	
	No Growth		Some Growth		Significant Growth	

RATE THE FOLLOWING ITEMS ON THE SCALE PROVIDED BELOW. CIRCLE NUMBER FOR ENGLISH; CHECK NUMBER FOR HISTORY. EACH SCALE, THEREFORE, WILL HAVE TWO RATINGS.

6. The extent to which the lecture/seminar sessions were well prepared.

/ 1 /	2 /	3 /	4 /	5 /	
Poor		Average		Excellent	

7. The general quality of teaching you have experienced in the lecture/seminars.

/ 1 /	2 /	3 /	4 /	5 /	
Poor		Average		Excellent	

8. The effectiveness of the lecture/seminars in increasing your knowledge and skill in your subject matter area.

/ 1 /	2 /	3 /	4 /	5 /	
Rarely Effective		50% Effective		Nearly Always Effective	

9. The extent to which the lecturers, consultants, and staff were successful in explaining their material.

/ 1 /	2 /	3 /	4 /	5 /	
Rarely Successful		50% Successful		Nearly Always Successful	

10. The effectiveness of lectures/seminars in identification of content material essential to effective instruction.

/ 1 /	2 /	3 /	4 /	5 /	
Rarely Effective		Half the Time		Nearly Always Effective	

11. The probable contribution of lectures/seminars to your effectiveness in your job.

/ 1 /	2 /	3 /	4 /	5 /
Most Likely Will Not		Not Sure		Most Likely

12. Consistency with the general objectives of the program of topics and materials presented in lectures/seminars.

/ 1 /	2 /	3 /	4 /	5 /
Rarely		50% of the time		Nearly Always

13. The extent of interaction (formal) among the participants in the lectures/seminars.

/ 1 /	2 /	3 /	4 /	5 /
Little		Average		Much

14. The meaningfulness of interaction among the participants in the lectures/seminars.

/ 1 /	2 /	3 /	4 /	5 /
Little		Average		Much

15. The extent to which the teachers responded effectively to participant's questions.

/ 1 /	2 /	3 /	4 /	5 /
Rarely Responded		Half the Time		Nearly Always Responded

16. The allocation of time within the lectures/seminars devoted to discussion.

/ 1 /	2 /	3 /	4 /	5 /
Too Little		Just right		Too much

17. The extent to which the lectures/seminars stimulated your interest.

/ 1 /	2 /	3 /	4 /	5 /
Rarely Stimulated		Half the Time		Nearly Always Stimulated

This section contains questions on your evaluation of specific parts of the summer program. Please make the ratings.

Practicum: / 1 / 2 / 3 / 4 / 5 /

Little Moderate Significant

18. The effectiveness of the practicum in increasing your knowledge and skills in preparing instructional materials. ____

19. The extent to which the staff was successful in explaining the purposes and directions of the Practicum. ____

20. The extent to which you were exposed to new and different instructional materials. ____

21. The usefulness of the interaction among participants on different materials and approaches to the classroom. ____

22. The extent to which the staff offered assistance to you in preparing your units. ____

23. Your estimate of the usefulness of preparing Student Units and Teacher's Manuals. ____

Speakers: Extent of usefulness to you of the presentation and discussion for each of the following:

24. "Black Studies" - Dr. Michael Winston ____

25. "Civil Rights Legislation" - Dr. Charles Williams ____

26. "Afro-American Art" - Dr. James Porter ____

27. "Urban Black Music" - Dr. Andress Taylor ____

28. "History Materials" - Dr. Russell Adams ____

29. "Positives in Black Culture" - Dr. Clifton Jones ____

30. ASSESSMENT OF PROGRAM: (Please attach sheet with answers)

What is your judgment as to the strengths and weaknesses of the institute and what specific recommendations would you make for another institute?

31. PLANS FOR FOLLOW-UP YEAR: (Please attach sheet with answers)

What specific items would you like to see included in a program of seminars and meetings that will take place between September and June, 1970?
Please be as specific as you can.

STUDENT TEACHER SURVEY

1. Have you previously trained student teachers? yes_____ no_____

2. If answer to #1 is yes list the institutions from which these students came and approximate dates you worked with them.

Institution	Dates

3. Would you be willing to train more than one student teacher this school year? yes_____ no_____

4. If answer to #3 is yes please fill in the following information.

Name_____

School_____

Subjects_____

Grade Level_____

EPDA Summer Institute
for History and English Teachers

PERMISSION TO USE UNIT

Name_____

Date_____

In Connection with the Black Studies Program planned for D. C. Public School, I give permission for my unit_____
(name of unit)

to be used by other teachers in the system.

Signed_____

School_____

BALLOT

Please <u>check</u> and <u>return</u> your choice of participants who applied for Coordinator in Afro-American follow up program.

Lillie R. Matthews ☐

Beatrice E. Myles ☐